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ABSTRACT

This study examines diversity in citizenship education within a set of boundaries where the ideals of citizenship, democracy, and education were somewhat similar. The five nations expected to be quite similar were the United States, the United Kingdom, the Federal Republic of Germany, the Netherlands, and Denmark. Even among these western democracies with many shared experiences and values relevant to this study, there are considerable differences in the ways that they prepare their young people to participate as citizens. The study bridges the fields of social studies education, political socialization of learning, comparative education, and draws on feminist studies. The study describes alternative forms of education for democracy and points to consequences of various alternatives in diverse settings. Data comes from interviews and classroom observations, with complementary findings from surveys administered to students fifteen through nineteen in fifty schools in the five countries. Chapters include: (1) Studying Civic Education: Setting the Stage; (2) Becoming Political: Adolescent Political Attitudes and Behaviors; (3) Gender and Political Attitudes; (4) Freedom of Expression and Civic Tolerance; (5) Democratic Inquiry and Discourse: Classroom Climates in Cross-National Perspective; and (6) Teaching Democracy. (EH)

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